ASKING
"the right questions"
&
GETTING
"the write answers"

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EXAMINING THE COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS:

ASSESSMENT & INSTRUCTION

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LOCALLY-ASSESSED GRADE-LEVEL EXPECTATIONS

Locally-assessed Grade-Level Expectations are the foundation for the skills that can be assessed with a pencil-and-paper test.

Examining MAP-Assessed Grade-Level Expectations

- "Unpacking" the GLEs
- Connecting the GLEs to the Show-Me Standards to promote higher-level thinking
  - Communication Arts / Knowledge
  - Goal Standards / Process or Performance

GRADE-LEVEL EXPECTATIONS

INSTRUCTION

ASSESSMENT

GOAL STANDARDS
(PROCESS/PERFORMANCE)

CONTENT
(KNOWLEDGE)

ASKING QUESTIONS TO PROMOTE STUDENT LEARNING
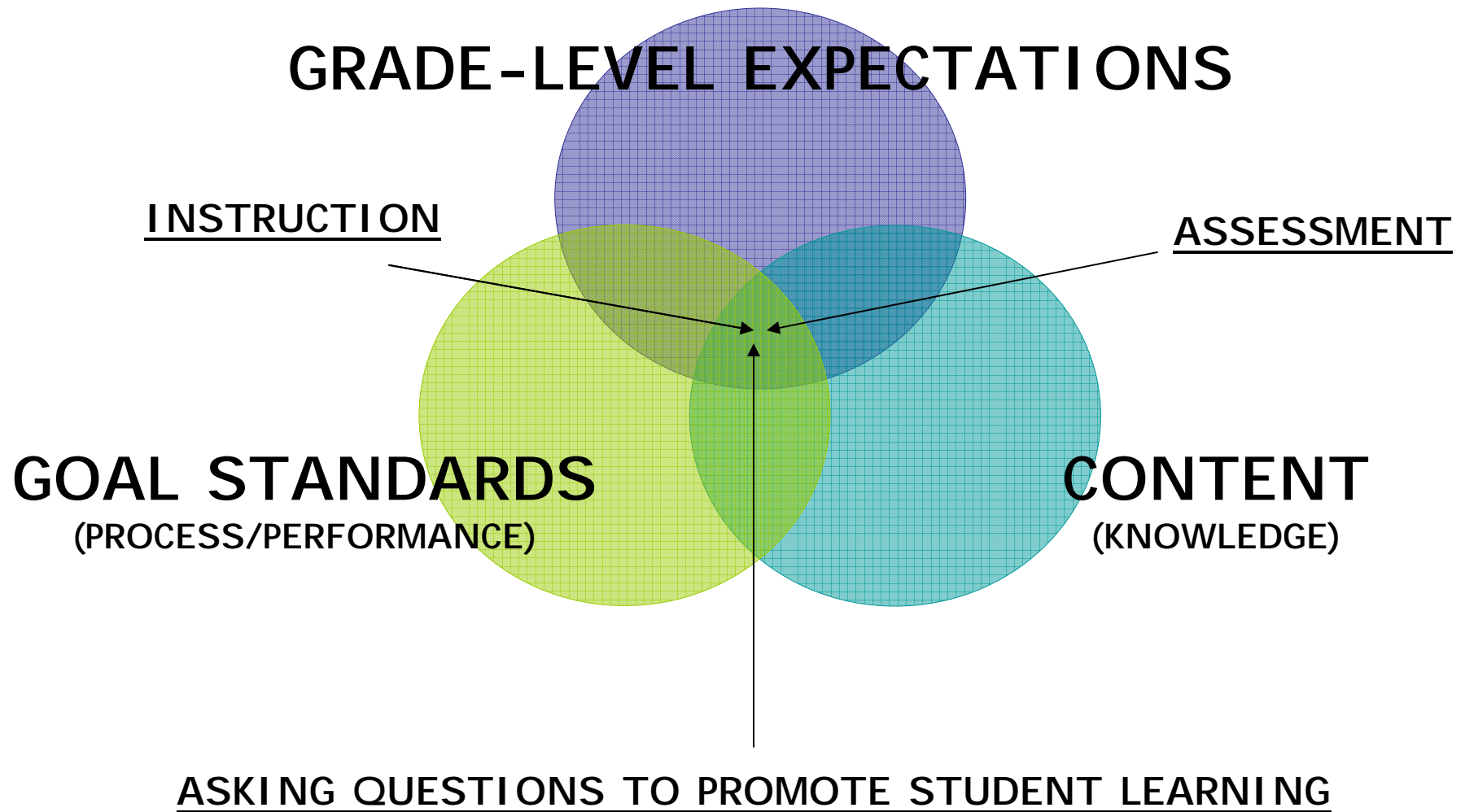
Examining the MAP-assessed GLEs for third grade:

GRADE-LEVEL EXPECTATIONS
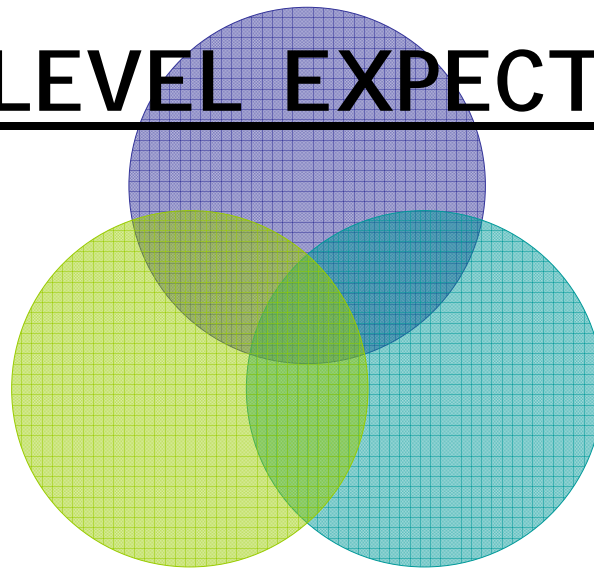
Examining the MAP-assessed GLEs for third grade:

R1E   vocabulary

R1H   post-reading skills

R1I   making connections

R2A   fiction & R3A nonfiction   text features

R2B   fiction & R3B nonfiction   literary devices

R2C   fiction & R3C nonfiction   text elements

W1A writing process

W2B capitalization

W2C punctuation

W2D parts of speech

W2E spelling

W2F sentence construction

W3A narrative and descriptive writing

W3B note-taking

IL1A research plan

Examining the MAP-assessed Show-Me Goal Standards for third grade:

GOAL STANDARDS
PROCESS
PERFORMANCE
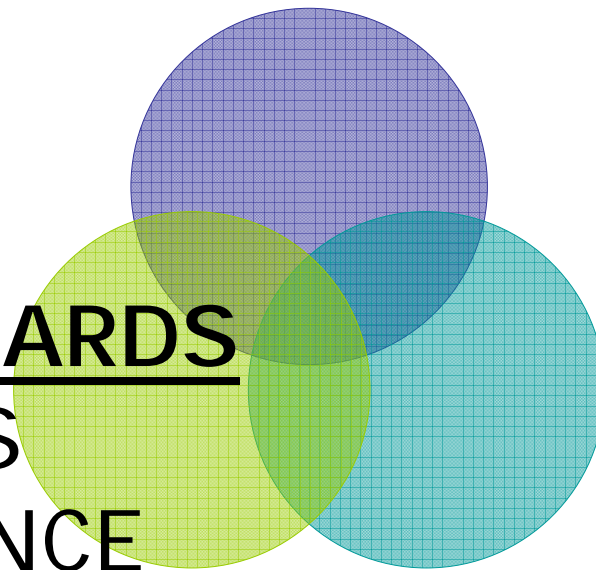
Examining the MAP-assessed Show-Me Goal Standards for third grade:

1.1   questions/ideas to initiate research

1.6   patterns and relationships

1.8   organize data, information and ideas

2.1   plan and make written presentations

2.2   review and revise communications

3.1   identify and define problems

3.4   evaluate processes used in solving problems

3.5   reason inductively and deductively

3.6   examine problems/solutions from multiple perspectives

3.7   evaluate the extent to which a strategy addresses a problem

Examining the role of content in third grade Communication Arts:
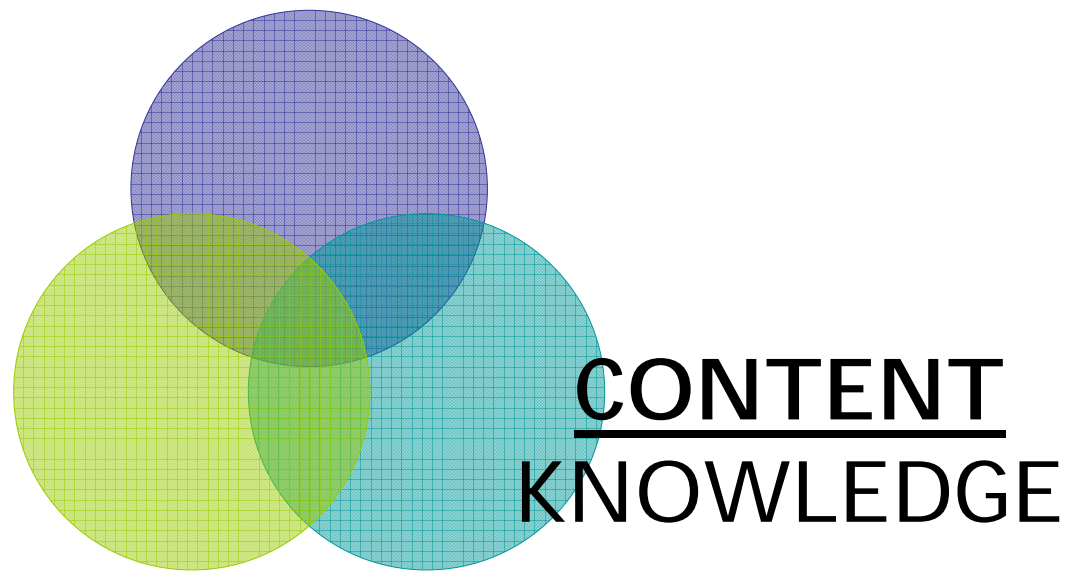
CONTENT
KNOWLEDGE

Examining the role of content in third grade Communication Arts:

Content is the "vehicle" for learning the skills.

Students learn communication arts skills through study of fiction and nonfiction texts; through listening and speaking; through information literacy.

Examining the role of content in third grade Communication Arts:

Content: CA 2
reading and evaluating fiction, poetry and drama

Through study of:

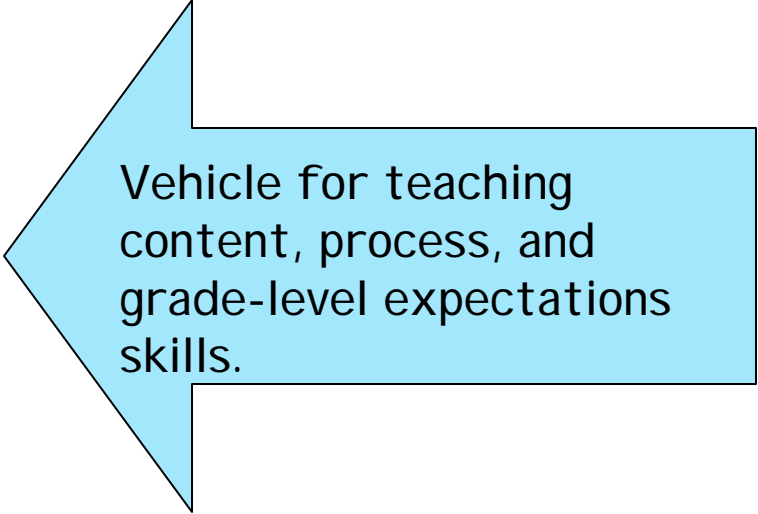Mr. Putter & Tabby

Walk the Dog

written by Cynthia Rylant

&

illustrated by Arthur Howard

Vehicle for teaching content, process, and grade-level expectations skills.

GLE: R1E vocabulary

Develop vocabulary through text, with assistance, using:

- base words
- synonyms and antonyms
- context clues
- glossary, dictionary

CA 2, 3 1.5, 1.6

I 1e, 6d, K-4

13

Show-Me Standard: 1.6

1.6   discover and evaluate patterns and relationships in information, ideas and structures

Assessment:
R1E vocabulary
1.6 patterns & relationships

What is the meaning of [vocabulary word or phrase from the story]? What context clues helped you define the word? Use **two** details or examples from the story to support your answer.

Classroom Instruction / Assessment: R1E vocabulary 1.6 patterns & relationships

Chapter 3: "The Dream Dog"

What is the meaning of <u>deal</u>? What clues in the story helped you understand the meaning of the word <u>deal</u>? Use <u>**two**</u> details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R1E vocabulary
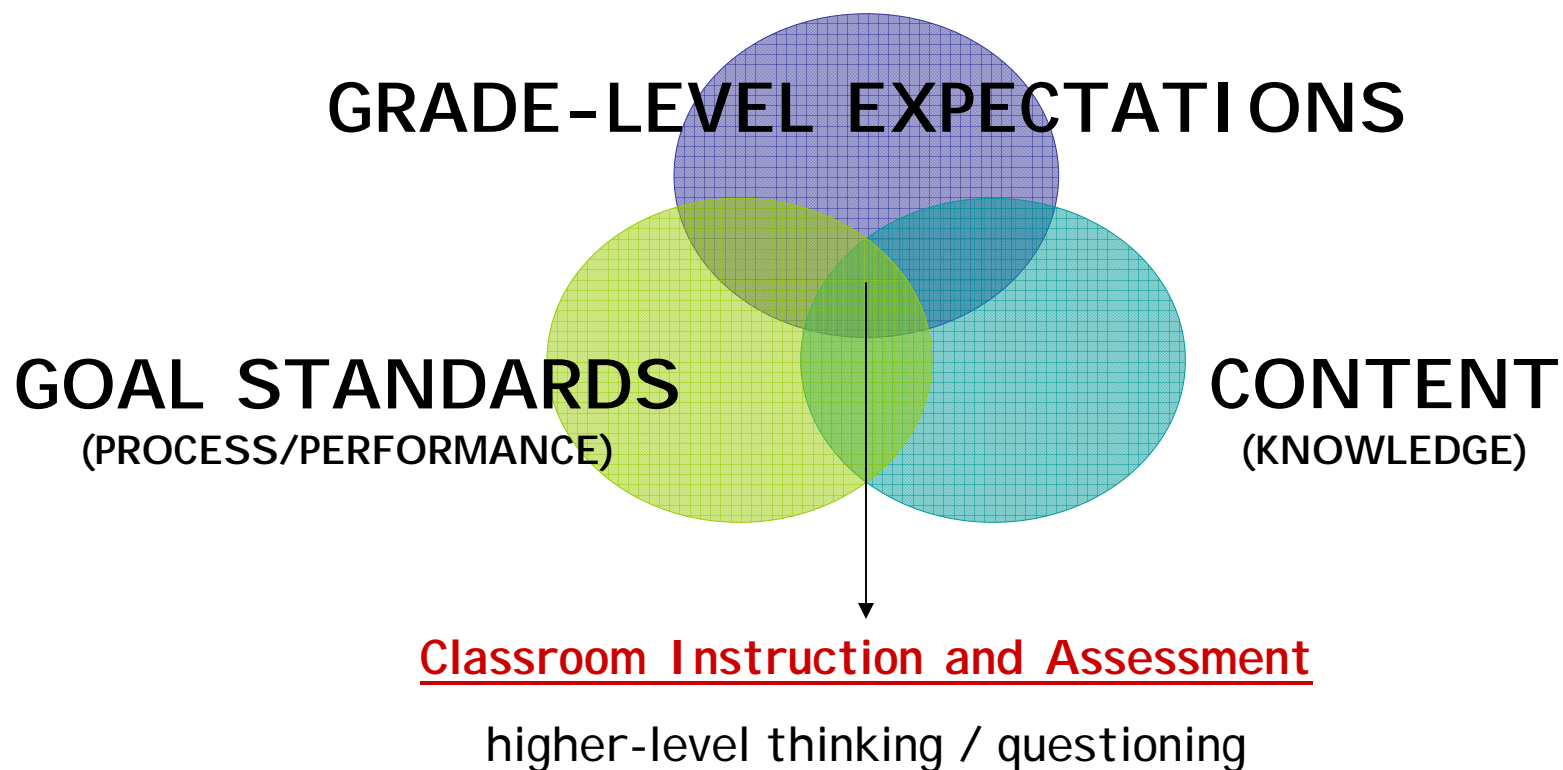## 1.6 patterns & relationships

Possible answers include:

A <u>deal</u> is   a bargain.   an agreement.
                  a trade.

In the story, Mr. Putter promises Zeke a surprise if Zeke will be good. On the fourth day, Zeke was a dream dog, so Mr. Putter and Tabby took him to the Frosty Freeze. Mr. Putter and Zeke made a bargain.

Classroom Instruction / Assessment

GRADE-LEVEL EXPECTATIONS

GOAL STANDARDS
(PROCESS/PERFORMANCE)

CONTENT
(KNOWLEDGE)

Classroom Instruction and Assessment

higher-level thinking / questioning

GLE: R1H post-reading skills

Apply post-reading skills to identify and explain the relationship between the main idea and supporting details

- question to clarify
- reflect
- analyze
- draw conclusions
- summarize
- paraphrase

CA 2, 3 1.6 & 3.5

I 1e,3g,4e & f, I I 1c,d,f & h, 2d K-4

Assessment:
R1H post-reading skills
1.6 patterns & relationships

- paraphrase

Rewrite [sentence from the story] in your own words without changing the original meaning.

Classroom Instruction / Assessment: R1H post-reading skills 1.6 patterns & relationships

- paraphrase

Rewrite this sentence from the story in your own words, without changing the meaning of the sentence:

And the two of them sat a long time wondering what to do.

Assessment:
R1H post-reading skills
1.6 patterns & relationships

- **summarize**

  Retell, in your own words, the events that occur in the story.

Classroom Instruction / Assessment: R1H post-reading skills 1.6 patterns & relationships

- summarize

Retell, in your own words, **three** important events in the order that they happened on the day that Mrs. Teaberry slipped on a kiwi.

GLE: R1I making connections

Identify and explain connections between text ideas

- compare and contrast information and relationships in various fiction and non-fiction works

- compare and contrast text ideas and own experiences

- compare and contrast text ideas and the world

CA 2, 3, 7 1.5 , 1.6

I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4

Assessment:
R1I making connections
1.6 patterns & relationships

- fiction & nonfiction

What are **two** ways that [character or situation in the story] is the same / different from [character / situation a nonfiction text]? Use details and/or examples from the story to support your answer.

- fiction & nonfiction

What are **two** ways that Zeke is **different** from Balto? Use details and/or examples from *Mr. Putter & Tabby Walk the Dog* and *The True Story of Balto* to support your answer.

Assessment:
R1I making connections
1.6 patterns & relationships

• own experiences

Describe a time when you or someone you know experienced [situation from the story] like [character in the story]. Use **two** details and/or examples from the story to support your answer.

**Classroom Instruction / Assessment:
R1I making connections
1.6 patterns & relationships**

- own experiences

  Describe a time when you or someone you know helped a friend like Mr. Putter helps Mrs. Teaberry. Use **two** details and/or examples from the story to support your answer.

Assessment:
R1I making connections
1.6 patterns & relationships

- world

What are **two** ways that [character or situation in the story] is [applicable to the real world]? Use details and/or examples from the story to support your answer.

- world

  What are **two** ways that Zeke is like a real dog? Use details and/or examples from the story to support your answer.

GLE: R2A fiction text features

Locate and

- apply information in title, table of contents and glossary

- recognize the text features of fiction, poetry and drama in grade-level text

CA 2, 3 1.5, 1.6

I 1b, g, 2g, K-4

Assessment:
R2A fiction text features
1.6 patterns & relationships

Is [title] a good title for this story?
Circle your choice:

YES   NO

Explain why you think so. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2A fiction text features 1.6 patterns & relationships

Is *Mr. Putter & Tabby Walk the Dog* a good title for this story? Circle your choice:

YES   NO

Explain why you think so. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2A fiction text features 1.6 patterns & relationships

- **front / back covers**

  Predict what you think this story will be about.

- **table of contents / chapter titles**

  What do the chapter titles mean?

- **illustrations**

  How does the illustration [on page #] help you understand the story?

Assessment:
R2A fiction text features
1.6 patterns & relationships

Why did the author use [specific text feature, such as boldface type, italics, quotation marks, capital letters] in this [sentence, stanza, title]? Use **two** details and/or examples from the story to support your answer.

Why did the author use italics for the word *dream* in the following sentence?

"**Zeke is a *dream* dog**," Mr. Putter said with a smile.

Use **<u>two</u>** details and/or examples from the story to support your answer.

GLE: R2B fiction literary devices

Explain examples of
- sensory details
- figurative language

within the context of poetry and prose

CA 2   1.5, 1.6

I 1i, 5e, K-4

Assessment:
R2B fiction literary devices
1.6 patterns & relationships

- sensory details

  Give **two** examples of words or phrases that the author uses to make the reader experience the story by what is seen, heard, touched, tasted, or smelled. Explain how each example helps the reader understand the story better.

- **sensory details**

  1. Sight = Zeke is a "small dog" who likes to chase "big ones" [and this is supported by the illustrations]

  2. Taste = Mr. Putter and Tabby had "warm milk"

Assessment:
R2B fiction literary devices
1.6 patterns & relationships

- figurative language

  Explain the meaning of [figurative language]. Use **two** details or examples from the story to support your answer.

Instruction:
R2B fiction literary devices
1.6 patterns & relationships

GLE Glossary

- <u>Figurative language</u>: language which makes use of certain literary devices or literary techniques often called "figures of speech" in which something other than the literal meaning is implied

  See: hyperbole, imagery, irony, metaphor, personification, simile, symbolism.

Classroom Instruction / Assessment: R2B fiction literary devices 1.6 patterns & relationships

- **figurative language**

  Explain why Mr. Putter is described as having "a very soft heart." Use <u>two</u> details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2B fiction literary devices 1.6 patterns & relationships

- figurative language

Read this sentence from the story:
Zeke was a *nightmare.*

Explain why Zeke is described as a "*nightmare.*" Use **two** details and/or examples from the story to support your answer.

GLE: R2C fiction text elements

Use details from text to

- make inferences about setting, **character traits** and problem and solution
- make predictions
- draw conclusions
- compare and contrast characters and changes in problems and settings
- identify the narrator
- identify **cause and effect**
- identify events from the beginning, middle and end
- identify **author's purpose**

CA 2   1.5, 1.6, 2.4, 3.1, 3.5

I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4

Show-Me Standards

1.6 discover and evaluate patterns and relationships in information, ideas and structures

3.5 reason inductively from a set of specific facts and deductively from general premises

GLE: R2C fiction text elements
1.6 patterns & relationships

Use details from text to

- compare and contrast characters and changes in problems and settings

- identify the narrator

- identify **cause and effect**

- identify events from the beginning, middle and end

- identify **author's purpose**

Assessment:
R2C fiction text elements
1.6 patterns & relationships

- compare and contrast characters and changes in problems and settings

Compare and contrast [character A] to [character B] in the story. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

- compare and contrast characters and changes in problems and settings

  Compare and contrast Tabby to Zeke in the story *Mr. Putter & Tabby Walk the Dog*. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

OR

- compare and contrast characters and changes in problems and settings

IN A GRAPHIC ORGANIZER

Complete the chart to compare and contrast how Tabby and Zeke are alike and different. Use **two** details and/or examples from the story for how they are alike and two details/examples for how they are different.

How Tabby and Zeke are ALIKE:	How Tabby and Zeke are DIFFERENT:
1.	1.
2.	2.

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Assessment:
R2C fiction text elements
1.6 patterns & relationships

- compare and contrast characters and changes in problems and settings

  How did [character / problem / setting] change from the beginning to the end of the story? Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

- **compare and contrast** characters and changes in problems and settings

  How did Zeke change from the beginning to the end of the story? Use **two** details and/or examples from the story to support your answer.

Assessment:
R2C fiction text elements
1.6 patterns & relationships

- identify the narrator

Fill in the circle to show the narrator of the story.

◯ [first person narrator]

◯ [third person narrator]

◯ none of the above

- identify the narrator—an instructional activity

How do you know the narrator in the story is **not** one of the characters?

Who **is** the narrator? How do you know?

Assessment:
R2C fiction text elements
1.6 patterns & relationships

- identify **cause** **and** **effect**

    Explain the cause of [event]. Use **two** details and/or examples from the story to support your answer.

- identify **cause and effect**

  Explain what caused Mrs. Teaberry's hurt foot. Use **two** details and/or examples from the story to support your answer.

Assessment:
R2C fiction text elements
1.6 patterns & relationships

- identify **cause and** **effect**

Explain the results of [event]. Use <u>**two**</u> details and/or examples from the story to support your answer.

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Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

- identify **cause and** effect

  Explain the results of Mr. Putter's deal with Zeke. Use <u>two</u> details and/or examples from the story to support your answer.

- identify events from the beginning, middle and end

Complete the story map to show the major events in the order that they happened.

1	2	3	4	5
Jay walked to school one morning.		Lucy had no lunch money.		Lucy and Jay had the best lunch ever.

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Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

- identify events from the beginning, middle and end

  Complete the story map to show events from the story in the order that they happened.

1	2	3	4	5
Mr. Putter says he will walk Zeke.		Mr. Putter makes a deal with Zeke.		Mr. Putter and Tabby have a party.

Assessment:
R2C fiction text elements
1.6 patterns & relationships

- identify **author's purpose**

   Fill in the circle that explains why the author wrote the story.

   ○ entertain the readers.

   ○ inform the readers.

   ○ convince the reader to do something.

   ○ tell an important truth.

Classroom Instruction / Assessment: R2C fiction text elements 1.6 patterns & relationships

- identify **author's purpose**

Fill in the circle that explains why Cynthia Rylant wrote the story.
- ◯ entertain the readers.
- ◯ inform the readers.
- ◯ convince the reader to do something.
- ◯ tell an important truth.

Assessment:
R2C fiction text elements
3.5 reasoning

- **make inferences** about setting

Explain why the setting is important to the story. Provide **two** details and/or examples from the story to support your answer.

[Think beyond "time and place" to *mood* and *how the story would change* with a different setting.]

Classroom Instruction / Assessment: R2C fiction text elements 3.5 reasoning

- make inferences about setting

How would the story be **different** if *Mr. Putter & Tabby Walk the Dog* took place in the city? Use **two** details and/or examples from the story to support your answer.

Assessment:
R2C fiction text elements
3.5 reasoning

- make inferences about **character traits**

Explain why [character in the story] said that [another character in the story] was [quality or character trait]. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 3.5 reasoning

- make inferences about **character traits**

Explain why Mr. Putter said that Zeke was "not a dream dog." Use **two** details and/or examples from the story to support your answer.

- make inferences about **character traits**

  Explain how Mr. Putter is a kind and caring neighbor. Use **two** details and/or examples from the story to support your answer.

Assessment:
R2C fiction text elements
3.5 reasoning

- **make inferences** about problem and solution

Was [character in the story] solution to the problem a good solution? Circle one:

YES   NO

Explain why or why not. Use **two** details and/or examples from the story to support your answer.

- make inferences about problem and solution

  Was Mr. Putter's solution to the problem a good solution? Circle one:

  　　　YES　　　　　NO

  Explain why or why not. Use **two** details and/or examples from the story to support your answer.

Assessment:
R2C fiction text elements
3.5 reasoning

- make predictions

Predict what will happen to [a character] after the end of the story. Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 3.5 reasoning

- make predictions

Predict what will happen the next time Mr. Putter and Tabby take Zeke for a walk. Use **two** details and/or examples from the story *Mr. Putter & Tabby Walk the Dog* to support your answer.

Assessment:
R2C fiction text elements
3.5 reasoning

- draw conclusions

Why did [character] do [specific action]? Use **two** details and/or examples from the story to support your answer.

Classroom Instruction / Assessment: R2C fiction text elements 3.5 reasoning

- draw conclusions

Why did Mr. Putter and Tabby have a party when their week of walking Zeke was over? Use **two** details and/or examples from the story to support your answer.

R3A nonfiction text features

Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions

CA 3   1.6

I 2g, II 2f, K-4

R3B nonfiction literary devices

Explain examples of
- sensory details
- figurative language

within the context of nonfiction text

CA 3   1.5, 1.6

I 5e, IV 3c, K-4

R3C nonfiction text elements

Use details from text to
- answer questions
- retell main idea and important details
- organize a sequence of events
- identify simple cause and effect
- draw conclusions
- compare and contrast texts
- identify author's purpose for writing text
- make inferences about problems and solutions

CA 3   1.6, 2.4, 3.1, 3.5, 3.7

I 3c, II 1f, III 2e-f, 3a, K-4

W1A writing process

Follow a writing process to
- independently use a simple graphic organizer in pre-writing
- generate a draft
- routinely reread and revise work
- routinely edit and proofread for capitalization and ending punctuation
- independently publish writing

CA 1, 4   1.8, 2.1, 2.2

I I 1a, 2e, 3c, 4c-e, g-h, & j, I I I 4c, I V 3a, K-4

Assessment:
W1A writing process
2.1 plan and make written presentations
2.2 review and revise communications

The writing prompt is "themed" to the story in Session 1 of the MAP.

Students are asked to plan, using a graphic organizer, to generate a first draft, to review and revise the draft, and to write a final copy that is scored using a 4-point holistic scoring guide.

[also correlated to W3A narrative writing]

Classroom Instruction / Assessment: W1A writing process
2.1 plan and make written presentations
2.2 review and revise communications

Mr. Putter and Mrs. Teaberry are good friends who are kind to each other. Write about two good friends that you know. Tell how they are kind to each other. Use details and/or examples from the story to support your answer.

W2B capitalization

Use conventions of capitalization in written text

- months of year
- titles of individuals
- greeting and closing of letter

CA 1   1.6, 2.2

I 1a, 6a, I I 6d, g, K-4

Read the sentence and decide which part, if any, needs a capital letter. Fill in the circle that goes with the answer you choose. If no capital letter is missing, fill in the circle that goes with the word "None."

1. she gave / her homework / to the teacher.   None

   ○   ○   ○   ○

W2C punctuation

In composing text, use

- correct ending punctuation in imperative and exclamatory sentences

- comma in the greeting and closing of a letter

CA 1   1.6, 2.2

I 6a, II 2i, 4b, 6c-d & g, K-4

Assessment:
W2C punctuation
1.6 patterns and relationships

Choose the sentence that has correct punctuation.

- ○ What, do you, want?
- ○ How are you feeling today?
- ○ I would like, an apple.
- ○ The library, book, is overdue.

W2D parts of speech

Use parts of speech correctly in written text

- verbs that agree with the subject
- words that answer when, where, why and how questions (adverbs)
- words to compare (adverbs)

CA 1   1.6, 2.2

II 4b, 6c & f-g, K-4

Assessment:
W2D parts of speech
1.6 patterns and relationships

Find the word that best completes the sentence:

Tomorrow I will _____ my friend.

- ○ saw
- ○ see
- ○ seen

Assessment:
W2D parts of speech
1.6 patterns and relationships

Find the words that best complete the sentence:

_____ **watched a movie together**.

○ After school

○ He and **I**

○ The coach

Assessment:
W2D parts of speech
1.6 patterns and relationships

Find the words that best fits **both** sentences:

I will play the ___ of the clown.

My sister could not ___ with her cat.

- ○ role
- ○ home
- ○ part
- ○ fun

W2E spelling

In writing, use

- correct spelling of simple compounds, homophones, contractions and words with affixes

- standard spelling classroom resources and dictionary to verify correct spelling

CA 1   1.6, 2.1, 2.2

II 3a, 6e, II 2h, K-4

Assessment:
W2E spelling
1.6 patterns and relationships

Find the underlined word that is **not** spelled correctly.

- <u>impossible</u> job
- <u>simmular</u> experience
- <u>regular</u> mealtimes
- <u>final</u> chapter

W2F sentence construction

In composing text, identify and write sentences:

- declarative
- interrogative
- **imperative**
- **exclamatory**

CA 1   1.6, 2.1, 2.2

II 4b, K-4

Assessment:
W2F sentence construction
1.6 patterns and relationships

Choose the sentence that is complete and is written correctly:

- ⬭ The kitten purred loudly.
- ⬭ In the back yard of my house.
- ⬭ Where we pick apples.
- ⬭ The store for bread and milk.

Assessment:
W2F sentence construction
1.6 patterns and relationships

Find the best topic sentence for the paragraph:

_____. My favorite kind is chocolate. My father lets me help him bake cakes. I like to make swirls in the frosting. But the best part is eating the cake when we are done.

- ◯ I like cake.
- ◯ Are you hungry?
- ◯ Today is my birthday.
- ◯ He has a candy bar.

W3A narrative and descriptive writing

Write narrative text that
- contains a beginning, middle and end
- relevant details to develop the main idea
- a clear controlling idea
- precise and descriptive language

CA 4   1.8, 2.1

II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4

Assessment:
W3A narrative and descriptive writing
2.1 plan and make written communications

The writing prompt is "themed" to the story in Session 1 of the MAP.

Students are asked to plan, using a graphic organizer, to generate a first draft, to review and revise the draft, and to write a final copy that is scored using a 4-point holistic scoring guide.

[also correlated to W1A writing process]

Assessment / Scoring Guide:
W3A narrative and descriptive writing
2.1 plan and make written communications

elements of top responses:

- clear controlling idea, and strong awareness of audience and purpose

- structure of beginning, middle, ending

- relevant details to develop the main idea

- precise and descriptive language

- "voice"

these elements must be taught so that students can learn

W3B Note-Taking

Identify information in written text to complete an organizer.

CA 2, 3, 4 1.6, 1.8

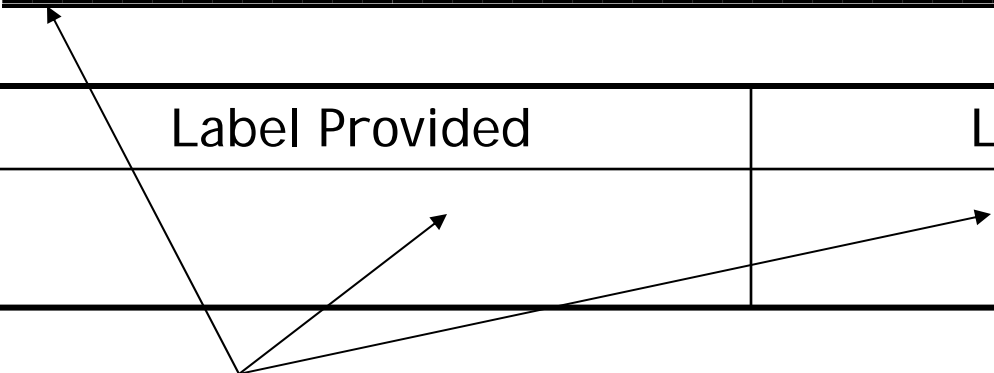I.3.h-i, II.4.c, K-4

Assessment:
W3B Note-Taking
1.8 organize data, information and ideas into useful forms

Complete the chart to [describe / compare / contrast]. Use **two** details and/or examples from the story to support your answer. On the blank line above the chart, write a title for the chart.

_____

Label Provided	Label Provided

Students write the information in the correct space provided.

Character A	Character B
1. 2.	1. 2.

Complete the chart to compare Mr. Putter and Mrs. Teaberry. Use **two** details and/or examples from the story to support your answer. On the blank line above the chart, write a title for the chart.

_____

Mr. Putter	Mrs. Teaberry
1.	1.
2.	2.

Formulate

- keywords

- questions

to investigate topics

CA 2, 3   1.1, 1.4

Ⅰ 2a, d, Ⅲ 1d, K-4

Assessment:
I L1A research plan
1.1 develop questions and ideas to initiate and refine research

- keywords

List **two** additional keywords or phrases that you might use to research information about [topic].

[example]

[example]

1. _____

2. _____

Classroom Instruction / Assessment:
IL1A research plan
1.1 develop questions and ideas to initiate and refine research

List two additional keywords or phrases that you might use, other than <u>animal</u> or <u>pet</u> to research information about teaching a pet dog like Zeke to obey.

1. _____

2. _____

Assessment:
I L1A research plan
1.1 develop questions and ideas to initiate and refine research

- questions

Write a letter to [appropriate audience] asking **two** questions that would help in your research of [topic]. Be sure your letter is written like a letter, asks **two** questions about [topic] and makes sense to [the appropriate audience].

Letters are scored for writing points: **two** components of the letter format and a complete message with a clear controlling idea are needed to earn the full 2 points.
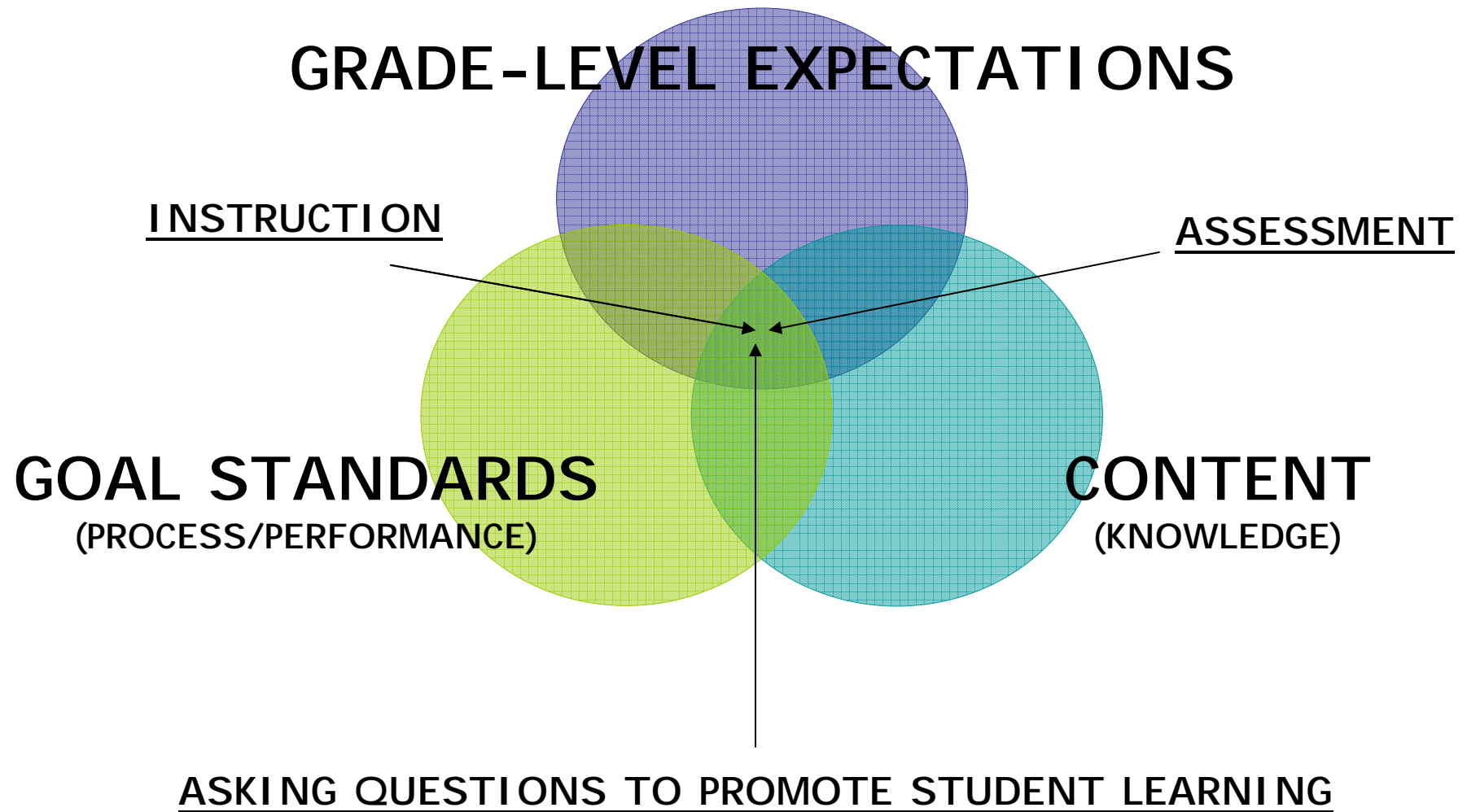
Assessment:
I L1A research plan
1.1 develop questions and ideas to initiate and refine research

Write a letter to a veterinarian asking **two** questions that would help in your research about training a pet dog to obey. Be sure your letter is written like a letter, asks **two** questions about training a pet dog, and makes sense to the veterinarian.

GRADE-LEVEL EXPECTATIONS

INSTRUCTION

ASSESSMENT

GOAL STANDARDS
(PROCESS/PERFORMANCE)

CONTENT
(KNOWLEDGE)

ASKING QUESTIONS TO PROMOTE STUDENT LEARNING

105

GLE & Goal Standards Correlation

1.6	R1E, R1I, R2A, R2B, R2C, R3A, R3B, R3C W2B, W2C, W2D, W2E, W2F
3.5	R1H, R2C, R3C
3.1	R2C, R3C
2.1 2.2	W1A, W2B, W2C, W2D, W2E, W2F, W3A
1.1	IL1A
3.7	R3C
2.4	R2C, R3C
1.8	W3B

FACTORS THAT INFLUENCE ACHIEVEMENT

SCHOOL FACTORS	•**Opportunity to learn** •Time •Monitoring •Pressure to achieve •Parent involvement •School climate •Leadership •Cooperation
TEACHER FACTORS	•**Instruction** •Classroom management •Curriculum design
STUDENT FACTORS	•Home atmosphere •**Prior Knowledge (background knowledge)** •Aptitude •Interest

Marzano (2003) What Works In Schools ASCD

CHOOSING THE RIGHT TARGETS:
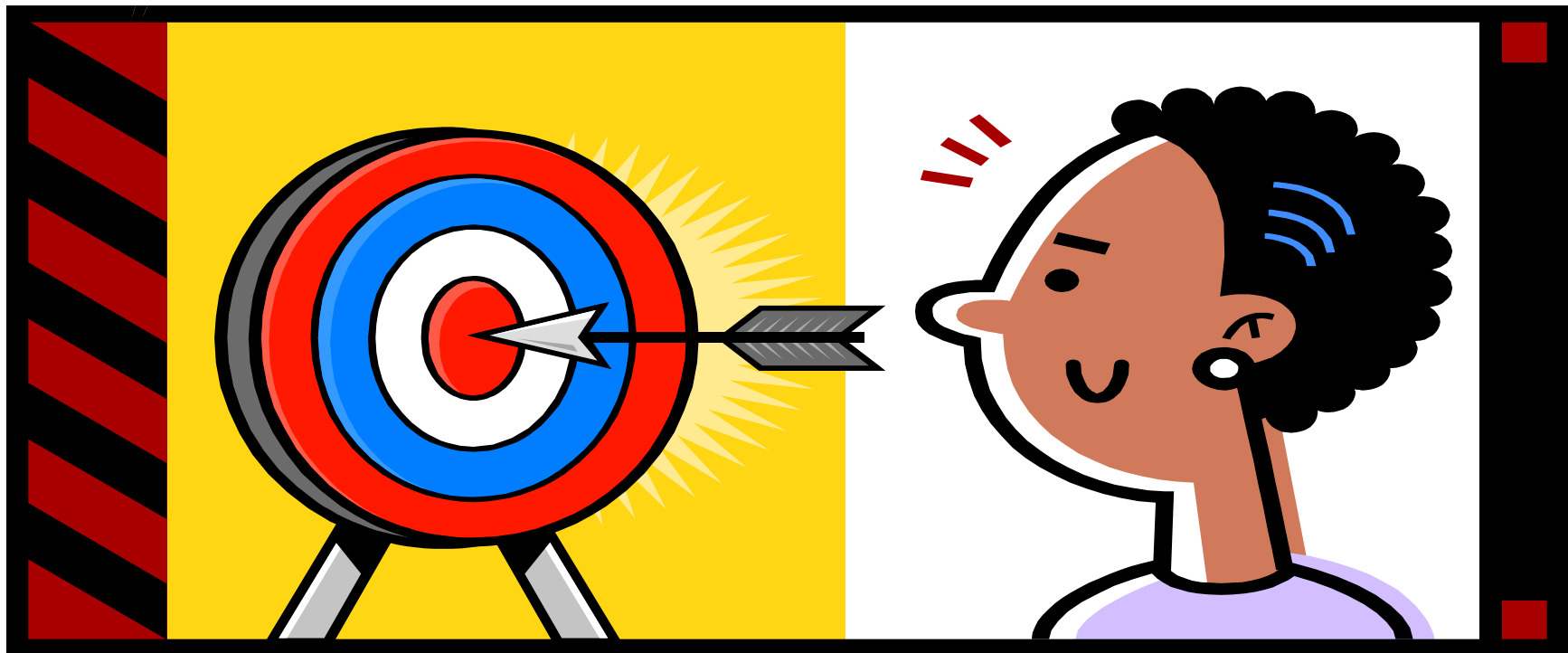
PROVIDING

THE "OPPORTUNITY TO LEARN."

NOT:
"*teaching to the test.*"

OPPORTUNITY TO LEARN IS:
teaching to ensure that the specified curriculum is being followed and that the curriculum includes content on which student achievement is assessed.

We can prepare students to perform well in assessment situations. The Communication Arts Model Curriculum Units provide examples of ways that we can:

- "talk the talk" together
  - Ask the "right questions" to get the "write answers" that effectively demonstrate what students know and can do.
- "walk the walk" together
  - Utilize effective instructional strategies. (A "map" for success!)
  - Work on skills that are important for student success—not just for assessment, for lifelong learning.

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Additional instructional practice with
Mr. Putter and Tabby Walk the Dog:

How does the author give us clues that Mr. Putter will have trouble taking Zeke for a walk? Use **two** details and/or examples from the story to support your answer.

GLE = _____   Goal Standard = _____

Additional instructional practice with
Mr. Putter and Tabby Walk the Dog:

How does the author give us clues that Mr. Putter will have trouble taking Zeke for a walk? Use **two** details and/or examples from the story to support your answer.

GLE = R2C   Goal Standard = 3.5 foreshadowing (7th grade GLE)

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Explain why Mr. Putter gives Mrs. Teaberry pecans instead of kiwis at the end of the story. Use **two** details and/or examples from the story to support your answer.

GLE = _____   Goal Standard = _____

Additional instructional practice with
Mr. Putter and Tabby Walk the Dog:

Explain why Mr. Putter gives Mrs. Teaberry pecans instead of kiwis at the end of the story. Use **two** details and/or examples from the story to support your answer.

GLE = R2C   Goal Standard = 3.5 inference

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to show what Zeke did on each of the days Mr. Putter and Tabby took him for a walk. Use details and/or examples from the story to support your answer.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

GLE = _____   Goal Standard = _____

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to show what Zeke did on each of the days Mr. Putter and Tabby took him for a walk. Use details and/or examples from the story to support your answer.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

GLE = R2C   Goal Standard = 1.6

sequence of events

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to show what Mr. Putter and Tabby did each day after they took Zeke for a walk. Use details and/or examples from the story to support your answer.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

GLE = _____ Goal Standard = _____

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to show what Mr. Putter and Tabby did each day after they took Zeke for a walk. Use details and/or examples from the story to support your answer.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

GLE = R2C   Goal Standard = 1.6

sequence of events

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to compare Tabby and Zeke. Use details and/or examples from the story to support your answer.

Quality	Tabby	Zeke
Kind of animal:		
Owner:		
Like to:		

GLE = _____ Goal Standard = _____

Additional instructional practice with *Mr. Putter and Tabby Walk the Dog*:

Complete the chart to compare Tabby and Zeke. Use details and/or examples from the story to support your answer.

Quality	Tabby	Zeke
Kind of animal:		
Owner:		
Like to:		

GLE = R2C   Goal Standard = 1.6

compare and contrast characters